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NAF Launches Academy of Engineering

In September 2007, in addition to offering career-themed education in information technology, hospitality and tourism, and finance, NAF announced the launch of its Academy of Engineering.

In fall 2008, 13 Academies of Engineering will open their doors to students in New York, Georgia, Texas, Ohio, California, Nevada, and Washington. NAF plans to add nearly 100 more by 2010, thanks to a \$3 million grant from the Bill & Melinda Gates Foundation and \$1 million each from the Motorola Foundation, the Verizon Foundation and Xerox Corporation.

"There are two crises in our schools that the AOE will help to address," says NAF President JD Hoye. "They will encourage students, especially minority kids in inner-city schools, to focus on their future careers. At the same time, this initiative addresses the acute shortage of engineers available to America's employers."

The demand for highly trained, qualified engineers in the United States continues to rise and the Bureau of Labor Statistics projects that four of the top thirty fastest growing occupations

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Generation Now Summits Encourage Corporate America to Lead Education Reform Efforts



Panelist Patrick Gaston (center) of the Verizon Foundation, speaks at the San Diego Generation Now Summit, while James H. Shelton of the Bill & Melinda Gates Foundation, moderator John Seigenthaler and Roy Romer of Strong American Schools listen to his comments about connecting schools and businesses.

The National Academy Foundation sponsored the first in a series of summits this past September at the QUALCOMM headquarters in San Diego. "Generation Now: Connecting Schools and Businesses" explored the role of corporate America in reforming the nation's public high schools.

NAF used the occasion to announce the launch of its Academy of Engineering, created in collaboration with partners Project Lead The Way and the

National Action Council for Minorities in Engineering.

The Summit brought together key leaders in business, education and government, along with Academy students from nearby schools. NAF President JD Hoye welcomed guests and panelists, recognizing all in attendance for joining "what should be a national conversation with a nationwide solution."

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NAF welcomed representatives and its partners from Verizon, Motorola, Xerox, IBM, Intel, Citi, and many more. The panel included: Russlynn Ali, Vice President and Executive Director of The Education Trust, West; Carl A. Cohn, Superintendent of the San Diego Unified School District; Roy Romer, Former Governor of Colorado and Chairman of Strong American Schools; Patrick R. Gaston, President of Verizon Foundation; James H. Shelton, III, Program Director for Education at the Bill & Melinda Gates Foundation; Eileen Sweeney, Director of Corporate and Foundation Philanthropic Relations for Motorola Foundation; and Sanford I. Weill, Chairman and Founder of NAF and Chairman Emeritus of Citigroup Inc.

NBC veteran anchor John Seigenthaler moderated the panel and expertly engaged panelists, students and audience participants in the discussion.

"We have to marry the opportunities we have in this country to what students are learning about in schools to make America more competitive in a changing global economy. Without these changes," said Sandy Weill, "our country will not be a leader in 50 years."

James Shelton from the Bill & Melinda Gates Foundation outlined national graduation rates that point to the need

for educational reforms, such as those offered by the NAF Academy model. He cited in particular the fact that one-third of all children don't graduate each year and, among racial and ethnic minorities, half of all students don't graduate.

"What that means for black and brown and low income kids," explained Shelton, "is that only a quarter of the kids that start in 9th grade when they finish high school as young adults are prepared to go into workforce and take on wage-earning jobs."

The audience and panel spoke for two hours about issues and challenges in public education, citing challenges and opportunities to connecting schools and businesses.

"The concern is that some get left behind no matter what we do in public education," said Russlynn Ali from The Education Trust. "We've designed our system in a way that ensures those who are most dependant on public education for their learning get less of everything that research says makes a difference." Her suggestions for solving the problem describe the NAF model. Said Ali, "The key is making sure that our teachers are equipped to teach them and schools designed in a way that will foster learning so that kids who need the most get the most."

San Diego Superintendent Carl A. Cohn cautioned the room to consider the consequences if we fail to apply



NAF President JD Hoyer at the San Diego Generation Now Summit

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such a model to reforming high schools. “We’re talking about a lifetime of unemployment and/or incarceration if we don’t get this right,” said Cohn. “As opposed to 40 or 50 years ago, when people who dropped out of school could still get a job and feed their family.”

Former Colorado Governor Roy Romer reinforced the importance of raising our expectations as well as teachers’ salaries and asserted the need for a longer school day and school year.

Verizon President Patrick Gaston described the ways in which businesses benefit from changes to schools that ensure students’ success—especially in building science, math, engineering and technology skills. “At Verizon, we’re investing in more technical jobs,” said Gaston. “We can’t do it alone and would like to have a trained, prepared workforce. The way to do that is collaboration with organizations like NAF.”

Eileen Sweeney, Director of Corporate and Foundation Philanthropic Relations for Motorola Foundation, sees education reform in terms of what is can accomplish when it comes to keeping American companies competitive in the workforce. “(A)t Motorola we need employees and qualified employees who can have a wonderful life doing what they like to do, involved with math or science or technology. We call it a pipeline issue for us: Where can we find those future employees?”

Additional recommendations included offering more resources for parents—not through schools and community networks, but through the businesses that employ them. With more understanding and support from their employers, parents will feel empowered and motivated to get involved in their children’s education, talk to their kids about science and engineering careers, and encourage science and math proficiency.

To the more than 200 in attendance at the Summit, JD Hoyer put forward



NAF Chairman and Founder Sandy Weill, announces the new Academy of Engineering, with NAF President JD Hoyer and local San Diego students in the background. San Diego has three of the 13 pilot sites for the new Academy of Engineering.



Panelist Russlyn Ali of The Education Trust (center) along with panelists Roy Romer of Strong American Schools and Sandy Weill, Chairman and Founder of the National Academy Foundation.

NAF’s corporate call to action, urging participants to serve on NAF Academy Advisory Boards, provide paid internships, contribute financially, volunteer at a NAF Academy and become a NAF advocate.

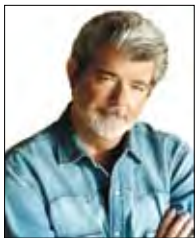
The Summit garnered media coverage from the *San Diego Union Tribune*, *San Diego Business Journal*, KGTV, and in engineering publications. At an outdoor reception following the event, audience participants spoke with panelists, NAF staff, and students. The reception featured demonstrations by

Madison High School students of robots they had created.

NAF appreciates the exemplary participation of all of its partners and has begun planning its next two Summits, to be held in Chicago and New York. Together with its partners, NAF is positioned to strengthen its infrastructure and extend its reach. We thank all the participants in the Generation Now Summit for assuring our success and helping NAF to secure the educational reforms this nation’s public high school students need and deserve. ★

Educating Hearts and Minds: An Interview with George Lucas

Daniel Goleman and George Lucas may have taken very divergent career paths -- one is a renowned psychologist and author of the best seller "Emotional Intelligence", and the latter is a celebrated filmmaker -- but they share many things. In addition to growing up near each other in the hard-baked farmlands of central California, they both believe the classroom should be a rich emotional environment that frequently touches and teaches the soul. They recently had a chance to sit down and talk about these issues.



Daniel Goleman: *You and I grew up in adjacent towns in the Central Valley in a sleepy time in American history. It was the 1950s, and school was very conventional. OK, it was boring. Wasn't it?*

George Lucas: Well, it was organized in a way that was designed to mass-produce education. It was boring in that, if you really weren't that interested in getting great grades, and that wasn't your motivation in life, it was very hard to get to the root of what you were learning, because it was mostly memorization.

It wasn't really arranged with a consideration for what makes kids excited about learning. What happened to you that got you excited about learning?

When I went to college, I was allowed to have much more say in what I was learning. For instance, I loved social science, and I could take a social science class, whereas in high school, we were so focused on math skills, science skills, language arts

skills, the sorts of things I wasn't very good at. It wasn't until I had a wider range of possibilities at my disposal that I was able to say, "I like psychology, sociology, anthropology. I like these classes, and I want to learn. I'm curious about this stuff and I want to know more about it."

Today, I think we need to focus on three things: teaching kids how to find information, figuring out how to test that information, and using that information in a creative way to do something tangible, as opposed to teaching abstract concepts, which never seem to have much relationship to a student's daily life. This is put forth in processes such as project-based learning and cooperative learning.

I remember some years ago talking to people at computer companies, high tech companies, who were saying we have a problem with people coming out of schools like MIT, which is that they don't realize that they have to collaborate here. We have to regroove them so they can work on a team.

There are human skills -- how to get along, how to cooperate, how a group can have emotional intelligence, be self-aware -- that are off the standard academic curriculum. They're part of what we call social and emotional learning, where kids learn self-awareness, how to manage their emotions, how to handle impulse, how to empathize, how to notice other people, how to see things from the other person's perspective. They learn social skills, how to get along, to work out conflicts. These are the skills that we find make people successful over the long haul.

Definitely. Anybody who's an adult, working in the adult world, re-

alizes that your ability to encourage other people, form groups, and get the best out of everybody is the secret to success. One of the things we discovered is that the primary driving force for young people is curiosity: They naturally wonder how things work. And the other one is that they want to be adults. So, you give them adult projects like building a house, building a rocket ship, running a newspaper. You've got to give them an actual goal, and it has to be a goal they enjoy. Kids love to create things, and they'll learn if you let them create.

The human connection is more vital even as kids are learning to use their computers.

Yes, and that's also where emotional intelligence comes in, because, if you're working in groups, you really do have to learn the process of argument, the process of presenting facts, of proving your point of view, not just sort of demanding it, or hitting someone in the face, or taking it at face value. You have to learn to let go of your beliefs when they are proved to be erroneous, and not let your pride and other factors get in the way. You have to learn to admit when you're wrong about something, like, "The information I gathered is wrong, and we're all going to use this other information, because it is better."

That is a very, very important thing to be able to do. It's something that is not taught in schools, and it is extremely important in the outside world. Otherwise, you have a lot of organizations that refuse to change, and change is the name of the game in the twenty-first century.

So, you're talking about people in school learning the ingredients of a

healthy give-and-take. But let's unpack the personal ingredients you need for that. You mentioned that social and emotional learning (SEL) helps kids with this component of success: working together collaboratively. And SEL teaches the skills of emotional intelligence and self-awareness. In other words, first you need some introspection, you need some self-insight; you need to understand what you are feeling about things and why you are feeling that way.

Again, it's like project-based learning. It's one thing to learn these things in the abstract, but it's another thing when you are sitting in the middle of an argument. They learn in a very practical way that we're not going to get anywhere unless we readjust our relationships. And the way we readjust our relationships is to take and use the knowledge that the teacher has given us and that we are learning about our own self-awareness.

It's much more effective to teach this in a situation where kids are actually confronting an issue and say, "Now, think about what you're think-

ing about here. Why are you doing it this way?" And you're also teaching the group, because in this situation, if you're the student, you aren't by yourself.

In other words, SEL puts into the classroom a live situation kids can extract these lessons from.

Well, also, one of the problems of the modern age is the remoteness from which people deal with other people. And it's true on the Internet and on computers, but it's also true on talk shows and on radio where bad manners aren't called out. We don't say, "Hey, you can't say that; that's hurting someone's feelings." Some of these talk show hosts believe that if they're talking to thousands of people, millions of people, and they're hurting a few people's feelings, so what?

You can have that rationale, but when you get down to five people and you're modeling that behavior from these other situations, someone has to say, "Hey, wait a minute. If someone said that to you, how would you feel?"

This kind of teaching goes beyond our standard model. It goes into car-

ing about kids in a deep way.

I am completely convinced that most teachers really want to make a difference. The way the system is set up now, however, teachers feel like parents of a teenager: You talk, but you don't know if they are listening. This is not very gratifying.

If teachers can become more involved with the everyday lives of the students and their learning process, the teacher gets to experience the tiny, tiny victories. And those are the victories that represent the reason they got into teaching in the first place. They get to experience the joy of that student overcoming a problem and being proud of it. That student then gets to show it off to somebody personally, not grandstanding in front of the classroom, but in the moment of discovery, being able to say, "Look, I figured this out." For everybody involved, it is a much more rewarding and joyful experience.

Originally published in the November/December 2007 issue of Edutopia magazine, www.edutopia.org/lucas-goleman-social-emotional-learning

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Leadership Matters: Defining Success

During my first year as president of the National Academy Foundation, I have had many conversations with teachers across the country. Many times, these conversations center on the successes of Academy students. Academy teachers tell me over and over again that they know the Academy model makes a difference for their students. They consistently tell me they see students who don't do well in a traditional education model excel with the structure they find in NAF Academies. Students are able to make a connection with what they are learning in the classroom and the business world, these teachers say; the students know they are prepared for college and careers.



As I have reflected on these comments from teachers, I have begun to think about how we know NAF Academies are successful. There is much anecdotal evidence that Academies work. Alumni of NAF Academies across the country are working in professional careers and going on to college with many stories of success to share – in fact, many of them were the first to welcome me to my new position and asked how they could be connected to help future academy students. Many Academies are located in cities and communities where segments of the student population, including Latinos and African-Americans, are not being adequately served with traditional teaching approaches or classroom settings. Many of these students' lives have been forever changed by the support, direction and opportunities they received in an Academy of Finance, Information Technology and Hospitality & Tourism. Success can be seen in the many stories of high school students having paid internships in which they

actually do industry-relevant work and gain real-world work experience earlier than other students.

And yet, while it is great to have anecdotal evidence, it's crucial to have data we can rely upon to demonstrate that your efforts and NAF Academies work. High schools considering adopting the Academy model, education and business leaders, parents, students and funders all say, "Prove it." NAF does have data that supports the stories of success. In 2004, Teachers College at Columbia University completed a comprehensive study of NAF Academies. Among the findings:

- Eighty-three percent of Academy educators indicated a positive impact in their classrooms through interaction with the Advisory Board and local community.
- Ninety percent of alumni agreed that their career Academy experience helped them develop their career plans in the Academy field or a related area.
- Eighty-six percent of educators involved with an Academy say interaction with business people affects students' motivation and ideas about college and careers.
- Employers rated the interns' skills as equal to, or better than, their entry-level employees.

This data clearly supports the success of the Academy model, however it is now outdated and only covered a sample of our academies. With 50,000 Academies in 41 states and the District of Columbia, we could know much more about our work.

We also know that we have to have the right data. Asking the right questions is critical to getting data that can provide a clear, honest picture, and which also can indicate where areas for improvement exist.

The National Academy Foundation's Leadership Summit was held in November in Newport Beach, California. The

conference's theme, "Leadership Matters: Defining Success," focused on the importance of data, and being able to say we can prove that NAF Academies work, going beyond the anecdotal evidence. Many of the workshops focused on data, including developing valid assessments, NAF data center training and best practices. At both the opening and closing sessions, I stressed to conference attendees the value and importance of data both at the national level, as well as the local level. Solid data provides opportunities for support from the education community, the business community, parents, students, and funders.

The topic of data is important to NAF's success, and is one of my key focuses in the coming year. We are committed to building a framework for collecting and reporting key data about NAF Academies. Each Academy's support and involvement in data gathering is critical to ensuring that the numbers mean something. NAF's data center currently allows us to collect data from individual Academies. It's important that as many Academies as possible provide us with this data. I encourage each and every Academy to be sure to report their information through the Data Center. Moving forward, NAF will seek ways to improve our Data Center, and make reporting easier. We look forward to your participation in this area, and welcome any comments or suggestions.

While NAF isn't where I'd like it to be with data collection, I am confident we are headed in the right direction. There is power in numbers, both in the numbers we get from data, and increasing the participation in data reporting from our local Academies. The value and rewards of data will provide key business, education and financial support for NAF at the local and national levels. Thank you for joining me on this important journey. ★

News from Around the NAF Network

The National Academy Foundation supports a network of over 500 Academies in 41 states and the District of Columbia. Here are some of the great things happening in NAF Academies:

Bishop Ward Academy of Finance in Kansas City, Kansas, Offers Financial Consumer Tips Podcasts

Students attending the Academy of Finance at Bishop Ward High School in Kansas City, Kansas, have created a Web site with podcasts providing consumer tips. Among the tips:

Avoiding consumer scams, tips for saving gas and cash, and tips for warehouse shopping. The tips can be found on the Web at <http://aof.libsyn.com>.

Miami-Dade Celebrates 20th Anniversary for Academy of Hospitality & Tourism

The Miami-Dade Academy of Hospitality & Tourism, the first in the National Academy Foundation network, celebrated its twentieth anniversary at a luncheon October 19, 2007. Miami-Dade County public schools Superintendent Dr. Rudy Crew gave congratulatory remarks at the luncheon. Alvin West, chair of the AOHT and senior vice president of finance and administration for the Greater Miami Convention and Visitor's Bureau attended the event. The three founding members of the AOHT were honored: Jeanne Westphal, president of Peanne Westphal Associates, Stuart Blumberg, president of the Greater Miami and the Beaches Hotel Association, and Bob Dickinson, retired president and CEO of Carnival Cruise Lines.

Palm Beach Gardens Community High School Five Star Magnet Program Annual Golf Tournament

The Annual Magnet Golf Tournament of the Five Star Magnet Program at Palm Beach Gardens Community High School was a huge success. The tournament took place on Friday, October 12,

2007 at the North Palm Beach Country Club, a Jack Nicklaus signature course. The scramble tournament began with a shotgun start. After a day of golf and fun, the golfers enjoyed a Five Star BBQ and Awards ceremony. The ceremony included a barbecue buffet, a silent auction, raffle prizes, and awards for the top performers in the tournament. The infamous "booby prize" was also awarded to the "best of the worst." The Junior Sports Management and Recreation class and their teacher, Karyn Hart, did an excellent job organizing and managing this year's tournament. With the support and joint effort of the Magnet Business Advisory Board, North Palm Beach Country Club, and the magnet parents and staff, raised over \$13,000.

Maryland Academy Students Go Behind the Scenes at Hotel

Students at North County High School in Glen Burnie, were exposed to fun, creativity and hard work behind the scenes at a Hilton Hotel during the first annual Hospitality Career Connections Day in October, 2007. Twenty of the 28 students at North County High's Academy of Hospitality and Tourism attended the event.

"This program has so many opportunities for kids," said Joyce Coleman, a Career Connections facilitator at North County High.

"I think it made people realize the difficulty to it, that it's not just checking people in and out," said Amanda Young, a sophomore in the academy program. She said she is leaning toward a career in travel journalism, where she could critique the industry.

Jaime Cory, a junior who works part-time as a host at a restaurant, took pictures throughout the tour. She has been

researching a career in hotel management for a project in one of her classes. "This tour definitely gave me better insight into what I want to do," she said.

Case Competition Challenges Academy of Finance Students in Seattle, Washington

In May 2007, 13 brave Certificate of International Studies in Business (CISB) undergraduates at the University of Washington Business School set their alarms and went back to high school. Not to relive former glory, or pick up service learning hours, but simply to give back by teaching what they know. They came to mentor juniors and seniors enrolled in the Academy of Finance program at Ballard High School in the organization's first-ever case competition.

The pilot was designed by the AOF advisory board to give high school students a taste of the analytical and teamwork skills needed to succeed in business school. CISB student Kristen Dwyer-O'Connor and alumnus Uyjien Ung '07, both AOF alumni, were the coordinators. CISB alumni Ming Eng '03 and Jennifer Brezicha '01, well-versed former competitors and planners, assisted with input during the planning stage.

The Ballard students were split up in teams of four, assigned a CISB mentor, given a real-world Harvard Business School case on Apple, Inc, and one week to provide their recommendations.

The results surpassed expectations. The students came off as poised, knowledgeable and professional. David Bowerman, Seattle AOF advisory board chair and judge of the competition, was impressed with the overall talent. He said that the winners, Ballard Consulting, "demonstrated the best combination of strategic planning, presentation materials, and overall preparedness. They clearly went above and beyond in their research. ★

2007 National Academy Foundation Gala Dinner Honors National Education Leaders



NAF Board Member Bill Hannon and Susan Hannon.



Sandy Weill, Chairman and Founder of NAF, greets Betty Curie.



Gala Honoree Andre Agassi, Founder of the Andre Agassi Charitable Foundation, with student presenter Richard Ferrera of the Port Richmond High School Academy of Hospitality & Tourism in Staten Island, New York.



NAF President JD Hoye and Vice Chairman of the NAF Board of Directors Kenneth I. Chenault, Chairman and Chief Executive Officer of American Express Company.



Gala Honoree Ursula Burns, President of Xerox Corporation, with student presenter Andrea Montero of Timber Creek High School Academy of Finance in Orlando, Florida.



Gala Honoree Terry McGraw, Chairman, President and CEO of The McGraw-Hill Companies with student presenter Khalia Braswell, of the Phillip O. Berry Academy of Information Technology in Charlotte, North Carolina.

The 2007 NAF Gala Dinner, held December 10, 2007, at Gotham Hall, celebrated the corporate and civic partnerships that helped to transform high school education and prepare young people to excel as students and professionals.

The Honoree Awards were presented by students from a few of the more than 500 career-themed, college preparatory Academies that NAF supports nationwide.

Gala Honoree Andre Agassi,

Founder of the Andre Agassi Charitable Foundation, received his award from student presenter Richard Ferrera of the Port Richmond High School

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Academy of Hospitality and Tourism, in Staten Island, New York. Agassi opened a charter school in 2001 for students in grades three through five. About his decision to open a charter school, Agassi says, "This was an evolution of seeing people's needs and then using education as the tool for children making better choices for themselves."

Harold McGraw III, Chairman, President and CEO of The McGraw-Hill Companies, was presented his Honoree Award by Khalia Braswell of the Phillip O. Berry Academy of Information Technology in Charlotte, North Carolina. In 1997, The McGraw-Hill Companies began a partnership with NAF that continues to this day and furthers their company's mission of improving the quality of education. Mr. McGraw notes that "globalization, increased interconnectivity, and the evolution of the knowledge-based economy have made education more important than ever. We face immense challenges to maintain America's leadership position in the global economy. These challenges require us to do much more, including continuing to reform education."

Ursula Burns, President of Xerox Corporation, received her Honoree Award from student Andrea Montero of Timber Creek High School Academy of Finance in Orlando, Florida. Ms. Burns takes pride in grassroots efforts Xerox employees have led for 40 years to bring along the next generation of great American inventors and is outspoken about inspiring more women and minorities to study science. "We have to let them know their contributions can have a sustainable influence that changes our world, saves lives, and enriches life as we know it," says Burns. "Every engineer should find one student to take under their wing. If we all did our part, the impact would be profound." ★

◀ *Continued from page 1*

through 2014 are in engineering-related fields. This is expected to result in more than 386,000 new job openings.

Currently, only 10 percent of engineers are women and only seven percent are African American or Hispanic. NAF intends to see to it that young people from such historically marginalized groups are ready to compete for these challenging and high-paying jobs.

President of Xerox Corporation Ursula M. Burns, now a NAF board member, explains her company's motivation to fund the AOE. "If kids don't see the fun in science, no amount of money will reverse the shocking trends that have emerged in recent years," explains Burns. "Change will only happen when people and companies not only reach into their wallets but also reach out with their time."

The AOE is built on key partnerships with Project Lead The Way (PLTW) and the National Action Council for Minorities in Engineering (NACME). PLTW has contributed its groundbreaking engineering curriculum and NACME has lent its resources, expertise, and reputation as the nation's largest private source of college scholarships for minority engineering students.

"We feel privileged to be partnered with NAF and NACME in this important initiative," said CEO and Chairman Richard Liebich of PLTW at NAF's Generation

Now Summit in San Diego. Liebich emphasizes the transferable skills of an engineering education, saying, "The problem solving process that students will learn in a curriculum like this has ramifications for their entire life."

He adds, "It is only through transformational teaching and learning interventions, like those put forth by NAF, that professional development and curriculum and support to schools can truly reach all children."

Dr. John Brooks Slaughter, President and CEO, NACME, Inc., also spoke at the Generation Now Summit, where he asserted, "It is not sound national policy to export jobs and import talent. NACME believes that our vision will be met when we have an engineering graduating class and an engineering workforce that looks like America. We believe that the AOE will go a long way toward addressing that."

The Academies of Engineering are designed for 9th – 12th graders and will also ready students for other post-secondary studies that require a strong foundation in engineering, math, science, and language arts.

"By involving parents, community resources, local businesses, and two-year and four-year colleges in the activities of the academies," says Liebich, "we anticipate a dramatic increase the number of underrepresented minorities prepared to engage in engineering education." ★



At the San Diego Summit, the Academy of Engineering was launched by the National Academy Foundation in collaboration with Project Lead the Way (PLTW) and the National Action Council for Minorities in Engineering (NACME).

Generation Now Summits to be held in Chicago, New York City

In 2008, the National Academy Foundation will hold "Generation NOW: Connecting Schools and Businesses" Summits in both Chicago and New York City.

The Chicago Summit will be held Thursday, March 6, 2008, at the Chicago Cultural Center from 9 a.m. to 11 a.m. The event will be hosted by Harold McGraw III, Chairman, President and CEO of The McGraw-Hill Companies, and moderated by Terry Savage, a nationally known expert on personal finance and a regular television commentator on CNN, CNBC, PBS, and NBC on issues related to investing and financial markets. She is the nationally syndicated Chicago Sun-Times personal finance columnist.

The Chicago Summit will feature

a panel of education and business experts, and will focus on the areas of finance and STEM education.

One of the panelists will be Jeff McCall, who attended a NAF Academy of Finance at Golightly Career and Technical Center in Detroit, Michigan.

"I decided to enter the AOF program 12 years ago because it was an escape from the somewhat monotonous curriculum of my public high school in the inner city of Detroit. I wanted the opportunity to explore my interest in business, which at that time was limited," said McCall. "The academy took that interest and expanded the perspective and scope in which I saw the world. This program took learning out of my local environment, and placed it in interna-

tional marketplaces and communities every single day. NAF changed the way in which I saw the world and the career paths that were possible for me."

McCall says many of his peers were not being taught how to read corporate balance sheets, or the Wall Street Journal, or learning automated accounting as he did in the Academy. It was then that a career in finance became an attainable option for him, he says. McCall is a member of the MBA class of 2008 at Harvard Business School.

The New York City Summit will be held in May, 2008, with the date to be announced in early 2008.

For more information contact Tim Lemberger at tlemberger@naf.org or (646) 723-2051. ★



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